Annual Report, 2014

Educational and Financial Reporting
1  Messages from Key School Bodies

A Message from the Chairman of School Council

Orange Anglican Grammar School is owned and governed by the Sydney Anglican Schools Corporation.

Governance of the School is in the hands of a Council, which has eight members. These members come from various backgrounds, namely ordained clergy, professionals, medicine, education and business.

Here at Orange Grammar we strive to be a Centre of Excellence in teaching and learning, pastoral care, worship and service.

In 2014 the Council met in person eleven times, in a busy year of planning for new classrooms, a new sports field, other new facilities and the expansion of years of education.

The year saw much development of the School under the auspices of the Sydney Anglican Schools Corporation. Council membership was consistent throughout the year, a reflection of the School’s stability under its new ownership and governance under the Corporation’s ordinance. This membership consisted of Mr David Bracey, Mrs Pen Hewett, Mr Rod Wykes, Mrs Bronwen Johnston, Dr Paul Drabsch, Rev Bruce Bennett and myself as Chairman. Dr Laurie Scandrett, the Corporation’s Chief Executive Officer, was the Corporation Board’s representative on Council.

I would like to pay tribute to the members of our School Council – they are a motivated and committed group of volunteers who, with our Principal, are responsible for the governance and strategic oversight of Orange Anglican Grammar. Our School Council has embraced the predominant mood of optimism, governing with assurance and faith. Our Council works in the assured understanding that all the blessings we enjoy, the challenges that have helped us grow, and all we will become, are given to us by God’s grace.

On behalf of the Council, I would like to acknowledge warmly the ongoing, wonderful support of the Parents’ and Friends’ group in the life of the School and to offer our sincere thanks for the vital contribution they have made over the past year.

To our Principal, who has given us outstanding leadership, and to the teaching and support staff, I would like to record Council’s grateful appreciation for the professional manner in which they have carried out their various responsibilities, and to congratulate them on a first rate school year in 2014.

Mr Greg Catto
A Message from the Principal

2014 was a year of significant development for Orange Anglican Grammar School under the Corporation’s recent ownership, particularly in the development of a new library and classrooms and an extensive new sports facility, Trinity Field. Years of schooling were extended to Year 11, an exciting progression to Stage 6 learning. Throughout these significant developments the community’s cohesion and optimism, unique among schools in Orange, continued to grow. The developments augmented the openness and intellectual rigour, mutual respect and good citizenship for which the school is renowned.

Our School prides itself on the personal approach provided by a dedicated team of professionals who work closely with parents, for the benefit of each student. The School’s eighth year of operation was productive for students and staff with extensive new experiences offered as part of the curriculum and extra-curriculum.

During 2014, OAGS experienced significant growth and change. The new, dedicated Secondary Precinct was developed with the addition of English and HSIE classrooms. Demand for places in all Primary classes continued throughout the year, with new students joining classes each term. A total of eleven classes K-6 made up the Primary section of the school. Throughout the year students of all ages enjoyed opportunities both in and out of the classrooms, in a diverse range of areas designed to add value to their overall education. The year was characterised by many successful accomplishments and considerable personal growth.

Other works included the development of five adjoining acres into our new sports facility, Trinity Field. IT infrastructure was significantly improved, and a programme of grounds improvement extended. Staff professional development was extended significantly, and the opportunities embraced with fresh vigour and enthusiasm. In 2014 the processes leading to various other capital works developments commenced, notably including the approval of funding for, and the subsequent development of, six new classrooms, two of which house a new library. All of this contributed to the optimism that is now emanating from the school into the wider community, leading to strong enrolment projections for 2015 and beyond.

Progress is evident in many areas across the school. The 2014 NAPLAN results were the best ever, and the most improved of any school in the region, across all four cohorts. The Board of Studies granted initial registration for Years 11 and 12. The graduation of our first HSC cohort in 2015 is eagerly anticipated.

Performing Arts featured prominently in the programs for students from Transition to Year 10. The Senior Band continued with polished performances both at school and in public. A specialist Music teacher provided weekly music lessons to Transition students, who also had lessons with the Teacher Librarian and other specialist staff. The Junior Band was expanded, as was the Choir. Each of these groups enjoyed a number of performance opportunities during the year. Dance groups competed at the Orange Eisteddfod and the Grandparents’ Day Concert. Public Speaking continued to enjoy strong support, with a School Competition held to select students to compete in the annual CWA Public Speaking Competition. Years 6 and 10 students capably hosted the weekly Primary and Secondary
Assemblies and students of all ages spoke confidently to the congregation during Chapel services. Stage 1 students competed with distinction in the Verse Speaking Choir section of the Orange Eisteddfod.

The Chess Club continued in 2014, with record numbers of students from Years 1-10 involved on a weekly basis. Our teams again contested the WAS and NSW Junior Chess League tournaments. The Secondary Team placed second in the Western Region of the NSW Junior Chess League, and performed very well in the Dubbo One Day Tournament, both extraordinary achievements for a team of Years 7-10 students.

A pleasing number of students achieved Distinctions and Credits in ICAS competitions in English, Mathematics and Science. The School continued its involvement with the Tournament of Minds, with two Primary teams enjoying the experience and working well to present their solutions to the set problems.

Success in sport was also notable, with several students selected to represent CIS in Athletics. The Sports Club, run by enthusiastic and dedicated parents, was expanded and fielded teams in local competitions in our most popular sports of Netball and Soccer.

Of particular note were the dedicated and willing efforts of the student body to raise funds for those less fortunate than themselves. Through regular events as well as special events over $4000 was raised by the students for charities that provide support for children and young people.

The Grandparents’ and Special Friends’ Day saw over 150 visitors attend a concert, classroom displays and a scrumptious morning tea provided by our wonderful parents.

The OAGS community enjoys the coherence of a shared vision: to provide quality, Christian education. We are grateful for our beautiful school and community, and the simple but eternal truth that informs all we do:

‘I am the way and the truth and the life.’ (John 14:6)

Mr Leonard Elliott
2 Contextual Information about the School

Orange Anglican Grammar School is a young and vibrant, co-educational day school, in the Anglican tradition, situated in Orange, NSW. Since opening in 2007, the School has experienced significant growth and currently caters for 350 students from Transition to Year 11, progressing to Year 12 in 2015. Situated on a 28-acre site in the scenic north-west sector of the city of Orange, the School has an innovative master plan that incorporates modern, environmentally sensitive architecture and the use of cutting edge technology.

The area to the left in the photograph above has been acquired and developed into a new sporting field, Trinity Field. This photograph will be updated once satellite images are current.

The School’s vision is to assist and encourage each young person in its care to develop to their full potential, in every aspect of their whole development including physical, creative, social and emotional, moral and spiritual, academic and intellectual. Within a caring Christian environment, each student is valued as an individual and shown and taught, through a strong Core Values Program, the importance of respecting those with whom they interact, as well as their environment. Programs for students of all ages focus on providing an inspiring and encouraging environment that helps each one to develop positive self-esteem and confidence.
The School’s curriculum, including curriculum outcomes, focuses on developing the whole child and complies with the requirements set out in Part 3 of the NSW Education Act 1990. The curriculum for students in Kindergarten to Year 6 is taught in accordance with the outcomes of the NSW Board of Studies syllabuses for the six key learning areas of Primary education - English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts, Personal Development, Health and Physical Education. Appropriate courses of study are provided for each K-6 student in each key learning area, each year.

At Orange Grammar we value service to others and provide ways for students to help support those in need. Encouraging children and young adults to grow in acceptance, respect and empathy prepares them for the challenges they will ultimately face beyond their school years. An Orange Grammar education aims to provide a strong foundation for the development of attitudes, values and skills that will enable its graduates to live fulfilling and happy lives.

Please refer to Orange Anglican Grammar School at http://www.myschool.edu.au for student background information.
3 Student Outcomes in National and Statewide Tests and Examinations

NAPLAN Results in Years 3, 5, 7 and 9
Please refer to Orange Anglican Grammar School at www.myschool.edu.au for the 2014 NAPLAN results.

4 Senior Secondary Outcomes

2014 Record of Student Achievement
In 2014, 23 students completed Stage 5.

Higher School Certificate
Orange Anglican Grammar School enrolments in 2014 did not include Year 12 students.

5 Professional Learning and Teacher Standards

A commitment to ongoing professional learning is a prerequisite for employment at Orange Anglican Grammar School. All teachers and support staff have been involved in professional learning activities during the 2014 school year.

Professional development commitments included participation in and attendance at eight staff development days, some with specific courses run, and weekly meetings after school. All teaching and support staff attended external courses and conferences conducted by providers such as the Association of Independent Schools and BOSTES.

Particular emphasis was on supporting new scheme teachers, improving literacy and numeracy standards, preparation for registration, use of technology to enhance teaching practices and support for students with learning difficulties, indigenous backgrounds or disabilities.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>No. Staff Attending</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIS New Privacy Laws Webinar</td>
<td>2</td>
<td>1 hour</td>
</tr>
<tr>
<td>ASPECT Autism Spectrum training - Supporting Adolescents with HFA in the mainstream classroom</td>
<td>Whole Staff</td>
<td>6 hours</td>
</tr>
<tr>
<td>AIS iPads (John Clear)</td>
<td>Secondary Staff</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS iPads (Pauline Lewis)</td>
<td>Primary Staff</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Library for Curriculum changes in History, English and Science Stage 4</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Literacy and Numeracy Action Plan Planning Day</td>
<td>2</td>
<td>1 day</td>
</tr>
<tr>
<td>HICES 2014 Conference</td>
<td>1</td>
<td>1 day</td>
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<tr>
<td>SASC Conference 2014</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>First Aid</td>
<td>Whole Staff</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Multi-enterprise agreement negotiations</td>
<td>1</td>
<td>1 hour</td>
</tr>
<tr>
<td>RTW Coordinator course</td>
<td>1</td>
<td>2 days</td>
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<tr>
<td>PDHPE (Lauren DellaCa)</td>
<td>1</td>
<td>1 day</td>
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<tr>
<td>Spelling Course</td>
<td>10</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Smartboard training (Pauline Lewis)</td>
<td>Primary Staff</td>
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<tr>
<td>Ipad PD (Leading Edge)</td>
<td>8</td>
<td>1 hour</td>
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<tr>
<td>AIS Anita Chin Numeracy Workshop</td>
<td>K-2</td>
<td>1 day</td>
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<tr>
<td>AIS Anita Chin Numeracy Workshop</td>
<td>2-4 teachers</td>
<td>1 day</td>
</tr>
<tr>
<td>Teacher Librarian Digital Curation</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Annual briefings (MEA)</td>
<td>2</td>
<td>1 hour</td>
</tr>
<tr>
<td>HICES CIS hockey trials</td>
<td>1</td>
<td>1 day</td>
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<tr>
<td>AIS PALL</td>
<td>1</td>
<td>1 day</td>
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<tr>
<td>Child Protection PD</td>
<td>Whole Staff</td>
<td>1 hr</td>
</tr>
<tr>
<td>Bursar's Association PD (video hub)</td>
<td>1</td>
<td>4 hours</td>
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<tr>
<td>Maths 8, 10 National Curriculum</td>
<td>2</td>
<td>1 day</td>
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<tr>
<td>Writing K-6: Teaching beyond text types</td>
<td>10</td>
<td>1 day</td>
</tr>
<tr>
<td>Focus on Faith</td>
<td>Whole Staff</td>
<td>4 hours</td>
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<tr>
<td>Introduction to sand play therapy</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS STEM - applying for research grants webinar</td>
<td>1</td>
<td>1 hour</td>
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<tr>
<td>Interconnected - curriculum development and ICT</td>
<td>Secondary Staff</td>
<td>1/2 day</td>
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<tr>
<td>AIS Briefing on compliance requirements of AEAct</td>
<td>2</td>
<td>4 hours</td>
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<tr>
<td>Child and Adolescent professional networking meeting</td>
<td>1</td>
<td>2 hours</td>
</tr>
<tr>
<td>AIS Child Protection Investigation</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>Fellowship of Evangelical Churches Conference</td>
<td>1</td>
<td>4 days</td>
</tr>
<tr>
<td>AIS Nationally Consistent Collection of Data Training Workshop</td>
<td>2</td>
<td>5 hours</td>
</tr>
<tr>
<td>Event</td>
<td>Week</td>
<td>Duration</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>AIS PALL Module 6</td>
<td>2</td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Aust Government School Planning</td>
<td>1</td>
<td>4 hours</td>
</tr>
<tr>
<td>AIS 2050 A Schools Odyssey</td>
<td>1</td>
<td>2 hours</td>
</tr>
<tr>
<td>NSW Literacy and Numeracy Action Plan Planning Days</td>
<td>2</td>
<td>1 day</td>
</tr>
<tr>
<td>MANSW Maths Extension 1</td>
<td>2</td>
<td>1 day</td>
</tr>
<tr>
<td>TTA Engaged Maths Classroom Course</td>
<td>1</td>
<td>12 hours</td>
</tr>
<tr>
<td>Exploring pathways within secondary syllabus</td>
<td></td>
<td>1 day</td>
</tr>
<tr>
<td>AIS Student Wellbeing conference: reflect, refresh, reconnect</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>Beginning the Stage 6 PDHPE Journey</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>Enhancing Skills for Well Being</td>
<td>1</td>
<td>1 day</td>
</tr>
<tr>
<td>Experienced Teacher Digital Portfolio webinar</td>
<td>1</td>
<td>1 hour</td>
</tr>
<tr>
<td>K-2 English Interactive Whiteboard</td>
<td>4</td>
<td>1 day</td>
</tr>
</tbody>
</table>

The average expenditure per staff member on professional learning in 2014 was $1,632.

The average number of hours spent by teachers on professional development, including attendance at regular staff meetings, during 2014 was 72.

**Teacher Standards**

All teachers have formal teaching qualifications from a higher education institution within Australia.

**Staff Retention Rates and Teacher Attendance**

Four teachers were appointed at the start of 2014, and two teachers’ hours were increased. The attendance rate for teachers at work or on approved leave during the year was 100%.

### 6 Workforce Composition, including Indigenous

A total of 15 full-time and 14 part-time non-indigenous teachers delivered the school curriculum in 2014. Non-teaching staff included three full-time and 4 part-time non-indigenous staff members.
7 Student Attendance and Retention Rates in Secondary Schools

In 2014 the overall attendance rate for students from Year 1-10 was 96%, as recorded during the 20-day period used to calculate the annual School Student Attendance Report. Management of non-student attendance is detailed in the document Orange Anglican Grammar School Enrolment Register and Attendance Policy and Procedures.

8 Post-School Destinations

In 2014 two Year 10 students left to attend TAFE courses, one to study Information Technology and one to study Commercial Cookery.

9 Enrolment Policies and Characteristics of the Student Body

Enrolment Policy
Orange Anglican Grammar School is a comprehensive, co-educational T-11 school, in the Anglican tradition, providing an education underpinned by Christian values and operating within the policies of the NSW Board of Studies.

1. OBJECT AND APPLICATION
1.1 Object
The object of this Policy on Student Enrolment is to ensure that the School’s decisions to enrol particular children as students:
   a) are made in a fair, consistent, equitable and transparent manner; and
   b) comply with State and Commonwealth anti-discrimination legislation.

1.2 Application
The Policy on Student Enrolment applies to all students and prospective students.

2. CRITERIA FOR ENROLMENT
2.1 Academic Criteria
Children applying for enrolment as students at the School shall meet any academic requirements for enrolment as approved from time to time by the School Council.

2.2 Other Criteria
Children applying for enrolment as students at the School shall meet any other requirements for enrolment as approved from time to time by the School Council.

2.3 Anti-Discrimination Obligations
The School’s academic and other criteria approved under 2.1 and 2.2 above, shall comply with State and Commonwealth anti-discrimination legislation.

3. DECIDING APPLICATIONS
3.1 Principal to Decide
The decision whether to enrol a child at the School will be made by the Principal, ideally in partnership with the child’s parents or guardians. The decision will be based on an assessment of the child’s educational, social and spiritual needs and the extent to which the School is likely to be able to meet those needs. Enrolment is also subject to quotas (see 3.2 below).

3.2 Class Quotas
To ensure the School meets its educational and other objectives in relation to the education of its students, the School Council shall set a quota of student places for each class. An applicant who meets the academic and other criteria for enrolment may be refused enrolment if a place is not available in the relevant class quota.

4. RELIGIOUS AFFILIATION
4.1 Christian
Children of any Christian denomination may be enrolled as students at the School. Such children who are not of the Anglican faith shall be enrolled on the understanding that they shall be taught Christian beliefs and practices from an Anglican perspective through Christian Studies classes and in other ways while at the School and they shall be required to participate in Anglican worship.

4.2 Other than Christian
Children who have no religious affiliation or whose religious affiliation is other than Christian may be enrolled as students at the School. Such children shall be enrolled on the understanding that they will be taught Christian beliefs and practices through Christian Studies classes and in other ways and that they will have to attend Chapel, but they may elect not to actively participate in Christian worship.

5. ADMINISTRATIVE REQUIREMENTS
5.1 Application
Parents and guardians seeking to enrol their child at the School shall apply in accordance with instructions set by the Conditions of Enrolment. Successful applicants shall receive, in writing, an offer of enrolment in the School from the Principal.

5.1.1 Disclosure of Relevant Information
Parents or guardians applying to enrol their child at the School shall be required to disclose all information that will, or has the potential to, affect their child’s schooling. In particular:
(a) any special needs their child has, particularly those relating to learning;
(b) any medical, psychological, behavioural or other condition affecting their child’s
health or wellbeing; and
(c) any parenting or constraint order affecting their child (a copy of such orders must be provided).

5.2 Acceptance of Enrolment
Parents or guardians who wish to accept the offer of enrolment of their child at the School shall comply with the instructions accompanying the offer, which as a minimum, will involve:
(a) returning the appropriate forms including the Immunisation form and Birth Certificate;
(b) signing the declaration on the offer form to accept the philosophy and values of the School and to abide by the policies and rules of the School; and
(c) paying the acceptance fee.

5.3 Deferment of Enrolment
The parents or guardians of a child who is offered enrolment at the School may apply to the Principal to defer their child’s enrolment for a period not normally exceeding one term.

5.4 Leave of Absence
The Principal may approve leave of absence for a student for a period not exceeding four consecutive terms.

5.5 Termination of Enrolment
The Principal may terminate the enrolment of a student whose parents or guardians have failed to meet the obligations of enrolment. In particular for:
(a) providing false or misleading information in relation to their child’s application for enrolment; or
(b) withholding information relevant to their child’s application for enrolment; or
(c) failing to pay fees.

6. RULES RELATING TO ENROLMENT
The Principal may make Rules relating to student enrolment that are consistent with this Policy.

**Student Population**
In August 2014 the student body numbered 306 students, of which 1% were indigenous. As Orange Anglican Grammar School is a comprehensive day school in a regional city, the students come from a wide range of geographic locations (within a 50 kilometre radius of the city of Orange) and socio economic backgrounds. The student population included 15 children with diagnosed disabilities.
10 School Policies

Orange Anglican Grammar School is a Christian co-educational day school in the Anglican tradition. The School seeks to:

- Foster academic achievement, an excitement for learning, creativity and the fulfilment of individual potential;
- Nurture spiritual awareness and maturity in a family environment that welcomes people of all faiths;
- Develop confidence, integrity and respect for oneself and others through participation in a range of physical and cultural experiences;
- Encourage independence, responsibility and self-motivation in a challenging but caring environment; and
- Prepare students to become articulate and valued participants in the local and global community.

The School takes seriously its responsibility to provide students with a safe and supportive school environment, where discipline is consistent, appropriate and fair, where grievances are dealt with promptly and fairly, with all involved given the opportunity to respond, and where those working with children and young people do so in accordance with the School’s policies as required for the purposes of registration by the NSW Board of Studies.

To ensure that all aspects of the School’s mission for providing for a student’s welfare and appropriate student discipline are implemented, and that complaints and grievances are properly dealt with, the following policies and procedures were in place during 2014:

- Annual Report Policy
- Anti-Bullying Policy (Student Welfare)
- Asset Management Guidelines
- Assessment for Learning Procedures (Years 7-12)
- Assessment Notification (Years 7-12)
- Child Care and Protection Manual (Student Welfare)
- Code of Conduct for the Care and Protection of Students (Student Welfare)
- Code of Conduct for Participation in Sport (Student Welfare)
- Disability Policy (Student Welfare)
- Discipline Policy (Discipline)
- Drugs Policy (Student Welfare)
- Emergency Evacuation Procedure (Student Welfare)
- Enrolment Policy
- Enrolment Register and Attendance Policy and Procedures (Student Welfare)
- Grievance Policy and Procedures (Reporting Complaints and Resolving Grievances)
- Guidelines for Voluntary Helpers (Student Welfare)
- Health Procedures: Distribution and Monitoring of Medications (Student Welfare)
- Homework Policy and Procedures (K-6)
- Homework Guidelines (Years 7-12)
ICT Use Policy (Student Welfare)
Lockdown and Lockout Procedures (Student Welfare)
NSW Institute of Teachers Staff Accreditation Policy
Notifications to the NSW Board of Studies Policy and Procedures
Workplace Health and Safety Manual (Student Welfare)
Playground Supervision Policy (Student Welfare)
Register of Visitors (Student Welfare)
Reporting to Parents Procedures (K-6)
Responsible Persons Policy (Student Welfare)
Safe and Supportive Environment Policy (Student Welfare)
Serious Incident Policy (Student Welfare)
Sexual Harassment Policy
Student handbooks (Assessment Guidelines, Policies and Procedures for Student Drivers, etc.)
Student Leadership (Student Welfare)
Student Recognition (Core Values) (Student Welfare)
Student Travel Policy (as required by Orange City Council)
Volunteer Acknowledgement of Information received

All staff are issued with copies of School Policies and any updates if and when they are made. In 2014 changes incorporated the new year of education provided by the School, ie Year 11.

To access the full text of any of the policies above, please contact the School’s Marketing Officer on 6360 4811.
## 11 School-Determined Improvement Targets

Achievement Priorities identified in the School’s 2013 Annual Report are as follows:

### School determined targets for 2014

<table>
<thead>
<tr>
<th>Area</th>
<th>Priorities</th>
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</table>
| Teaching and Learning     | 1. Continuing registration of K-10  
2. Renewal of registration of Years 11 and 12 and accreditation to teach the Higher School Certificate, and the development of teaching and learning programs  
3. Expansion of elective program, recruitment of additional secondary staff  
4. Improved NAPLAN results  
5. Establish Secondary Band Program and develop Instrumental Music Program  
6. Expand Learning Support through the appointment of additional teacher aides, and an increase in the load of the Secondary teacher who oversees IEPs in Years 7-10  
7. Revision of reporting procedures |
| Student Welfare           | 8. Cyber Safety Training  
9. Extend Better Buddies Program  
10. Expansion of counselling program  
11. Expansion of vertical house ‘Muster’ groups, Years 7-10 |
| Staff Development         | 12. ICT training, with a focus on the use of iPads and apps to support the curriculum  
13. LIEN program K-6 teachers  
14. Cyber Safety  
15. WHS  
16. Supporting students with Learning difficulties |
| Facilities and Resources  | 17. Install six Primary classrooms, two of which will function as a Library until a purpose-built facility is constructed.  
18. Expansion of the Library collection  
19. Expansion of Agriculture Plot  
20. Continuing acquisition of resources for students in all KLAs |
Priorities were achieved as follows:

Teaching and Learning
Priorities 1 to 7 were achieved, with the development of the new counselling service, incorporating Speech and Occupation Therapy. Gifted and talented students were catered for through differentiated learning within their mainstream class as well as participation in the Tournament of Minds and ICAS competitions.

NAPLAN results indicated better levels of attainment than in previous years in Years 3, 5 and 7, as well as significant growth. Results were particularly pleasing in Year 3.

The School extended programs and professional development catering for students with identified special needs, enabling it to provide greater levels of support for these students.

The Board of Studies granted initial registration of Years 11 and 12 for 2014 on the basis of satisfactory documentation and an inspection of the School.

Student Welfare
Priorities 8 to 11 were achieved in 2014.

The Core Values program was further refined. A new counsellor was employed.

Cyber Safety was extended in ICT/Library and PDHPE lessons.

Staff Development
Priorities 12 to 16 were achieved in 2014.

Appropriate mentors were provided for new scheme teachers and all were provided with the opportunity to participate in Professional Development for beginning teachers.

Facilities and Resources
Priorities 17 to 20 were achieved in 2014.

Further Achievements

Ministry
- The School drafted a new Christian Studies curriculum for implementation across T-10, based on publications by Christian Education Publications (CEP), and resources were purchased.
- Work commenced with a new Chaplain, to develop his ministry and cultivate connections with local churches.
- The School also conducted a Christianity Explored group for parents for the first time.
- All staff completed the Focus on Faith course.

Strategic Planning
- Work commenced with staff on establishing core values, vision and mission. The School subsequently developed a Strategic Plan, 2015-20.
Information Technology

- Internet reliability and accessibility were significantly improved, supported by improvements in the staff’s use of IT through professional development, improve apps accessibility and consistency, internet access and student attitudes.
- iPad use 7-11 was also significantly improved. With the new internet connection complete, significant and productive professional development took place, particularly on IT across the curriculum, focussing on staff iPad use. New apps were purchased for staff and students. A Year 7 parent information evening was held, explaining new apps and improved iPad use. Student e-diaries were purchased for a 6-month trial.

Teaching and Learning

- Teaching, learning and assessment practices across the School were significantly improved, particularly in the Secondary School. A code of professional standards was drafted by a staff sub-committee, approved by all staff and added to the Staff Handbook. All programs were rewritten, 7-12. In September a teaching professional development program was commenced, in line with Strategic Objectives.
- The School appointed its inaugural Year 7 Co-ordinator. This appointment is working very well indeed.
- Curriculum documents were written which had a clear Christian basis, while meeting the requirements of the National Curriculum.
- A Year 11 leadership and academic retreat was held, consisting of two days at the School focussed on academic and leadership concerns, then three days in Sydney addressing resourcefulness, independence, teamwork and leadership.
- An effective study skills programme for Years 7–10 was completed and built into the Tutor Group programme.
- Public Speaking and Debating were introduced in Years 7–11, with the School entering the HICES competitions for those activities.
- An OAGS Staff Handbook was drafted, including material intended to improve the induction of new staff.
- There was a continued increase in funding for staff professional development. A large increase on previous years’ professional development was undertaken. Some excellent whole-staff development took place around IT across the curriculum.
- An Orange Anglican Grammar School staff goal-setting and development system was established.

Grounds and Facilities

- The School made significant progress in developing sustainable grounds, and implemented an effective maintenance programme. New groundsmen were contracted.
- Six new classrooms were commissioned, including a library.
- A new sports field, Trinity Field, was commissioned.
Registration

- The School attained registration with BOSTES till 2018, the first complete registration certificate in the school’s history – five years registration granted without reservation. K-12 was now registered till 2018.

Priorities for 2015

Teaching and Learning

1. Maintain registration of K-12, with renewal inspection for Stage 6 to take place in Term 2.
2. Continue the expansion of the School’s elective program and, with increased enrolments, continue the recruitment of additional excellent Secondary staff.
3. Continue to improved NAPLAN results.
4. Develop the Secondary Band Program and Instrumental Music Program.
5. Expand Learning Support through the appointment of additional teacher aides.
6. Continue to revise and improve reporting procedures.
7. Achieve 50% of Year 12 with an ATAR of 80+
8. Develop value-added programs in Mathematics, Science and English, such as Maths Week, Science Week, etc.
9. Enter Agriculture students’ work in local shows, leading to the Royal Easter Show in subsequent years.
10. Use Orange Anglican Grammar School staff as facilitators for staff development rather than relying on external providers.
11. Develop a coherent T-12 approach to quality teaching standards
12. Maintain increased level of quality applicants to teach across the board at Orange Anglican Grammar School.

Student Welfare

1. Continue and expand Cyber Safety training.
2. Extend the Better Buddies Program to Years 7 and 4.
3. Continue to expand the counselling program, including developing relationships with external providers.
4. Continue to expand the vertical house Tutor Groups, Years 7-12
5. Extend co-curricular opportunities at the school, developing Soccer, Hockey, Rugby League and Union and Cricket teams.
6. Develop a Duke of Edinburgh Program.
Staff Development
1. Continue ICT training, with a focus on the use of iPads and apps to support the curriculum.
2. Cyber Safety
3. WHS
4. Supporting students with Learning difficulties

Facilities and Resources
1. Investigate the development of a Senior Studies Centre.
2. Expand the Library collection.
3. Expand the Agriculture plot and department.
4. Continue the acquisition of resources for students in all KLAs.

12 Initiatives Promoting Respect and Responsibility

The School wants students to recognise that they are valued and integral parts of the School community, with parents and staff providing the care and support that engender self-esteem, mutual respect and responsibility.

The values of Respect and Responsibility have been outlined in the School’s Student Handbook. This document includes the School’s Code of Behaviour which advises Students of their expected behaviour and responsibilities.

In 2014 the School continued its participation in activities and initiatives designed to promote respect and responsibility for individuals and the community, and strengthened its in-house approach through the development of a Core Values Program.

1. Each term the School focuses on a particular value (ie. responsibility, compassion, respect). Assembly and Muster activities are tailored to promote behaviour emphasising the specific value. Students of all ages are recognised for promoting the School’s Core Values with awards presented in Assembly.
2. The School participated in community events including the annual ANZAC March and wreath-laying ceremony, NAIDOC Week Awards program and School celebration, Australian National Field Days, Orange Show and Orange Eisteddfod.
3. The School continued sponsoring two children through the Project Compassion organisation. Throughout the year students held activities to raise the funds needed to sponsor both children.
4. Support was provided through fundraising activities for a range of charities, including Project Compassion, Jeans for Genes and Give Me Five for Kids.
13 Parent, Student and Teacher Satisfaction

As a new school, an open door policy has been established, which encourages and welcomes parental involvement. This policy remains in place and encourages parents to feel welcome at the School. Parents are free to meet with teachers regarding the progress of their child at any mutually convenient time. In 2014 the level of parental involvement in school activities remained high, with their involvement noted in sports coaching, reading and art in the classrooms, PE activities, assistance at school events such as Sports Carnivals, Grandparents’ Day, Australian National Field Days and Open Day, book covering, lunch orders, book club and fundraising events.

As the School grows, systems evolve and procedures change. A key to parental satisfaction is through the successful flow of information. Ensuring that our parents are kept well informed about the activities of the School is a priority. The weekly newsletter aims to provide up-to-date information about activities as does the School’s website and the School’s blog. The website continued to provide an easy link to the newsletter. The electronic message board at the entry to the School was used regularly to convey pertinent reminders.

The Parents’ and Friends’ Group continued to provide parents with the opportunity to offer feedback and suggestions.

All members of staff gave generously of their time to attend out-of-hours events and functions, and continued to provide assistance in a range of areas throughout the school year to ensure the students were given every opportunity to achieve in a wide range of endeavours.
14 Summary of Financial Information

**Income**
- Fees & private income: 12%
- State recurrent grants: 12%
- Commonwealth recurrent grants: 10%
- Government capital grants: 38%
- Other capital income: 20%

**Expenditure**
- Salaries, allowances & related expenses: 38%
- Non-salary expenses: 42%
- Capital expenditure: 20%